

CARON
DEII
-D32

Government
Publication

ISSN 0227-3810

EDUCATION ONTARIO



Ministry of Education
Chris Ward, Minister
Bernard J. Shapiro, Deputy Minister



Ministry of
Colleges and
Universities
Lyn McLeod, Minister
Tom Brzustowski, Deputy Minister

PUBLISHED QUARTERLY

JUNE 1988



Isolated schools: a special report

Stories and photographs by Mark Kearney

They are the schools tucked away in small pockets of the province often far removed from the clamor and hubbub of cities and towns.

They are usually small, a few classrooms at most, surrounded by a smattering of houses, fields, forest and quiet isolation. The number of students and staff at these schools may be counted on the fingers of both hands or reach as high as a few dozen.

The usual shouts and laughter of children still emanate from the playgrounds of these schools, but more quietly because of sheer lack of numbers. And yet these sounds from school recess time and lunch hour carry farther because there are few other noises with which to compete.

Isolated schools. The term is a relative one because the notion of solitude is relative. What may seem isolated to someone from a city may appear busy or crowded to someone rural.

Someone who lives in a part of Ontario that can only be reached by plane or boat may scoff at the notion of calling a school isolated when it lies a mere two-hour drive from the nearest city. However, compared to the majority of the province's educational facilities, these schools are indeed remote.

In most cases, these isolated schools are found in northern Ontario. However, there are some in the south, such as the one on Pelee Island, the southernmost

inhabited part of Canada, that also fit the description.

In this issue, Education Ontario takes a look at some of these isolated schools to find out the challenges, the difficulties, and yes, the advantages of being somewhat removed from the mainstream.

There are certain commonalities among isolated schools — a small student population in different grades who often learn in the same classroom, no more than a handful of staff who often teach three or more grades at once as part of their daily routine, a more personal and informal relationship with local board trustees, and, perhaps oddly enough, a belief among themselves that they are *not* isolated.

Some may argue that these schools are only different from "normal" schools because they are smaller; that despite their isolation and small size, they are just like any other school in Ontario. But being smaller and isolated does place different demands on those involved.

It is also probably safe to say that most Ontarians have not experienced the kind of learning life within those classroom walls.

No two isolated schools are the same just as no two villages in Ontario are similar. Although the schools may share common traits, they are the product of the community in which they are set, and are shaped by the people who work there.

If anything is clear it is that each school has its own unique story. A profile on some of these schools begins on page 2.



It is usually quiet on the main street of Shining Tree, an isolated northern Ontario community that lies halfway between Timmins and Sudbury. A profile on how the isolation affects the teacher and students at the one-room school there and their counterparts in other isolated communities is on page 2.



Cello fellow

Students were in tune during this year's Education Week as they took part in a variety of activities to demonstrate the breadth of learning available at Ontario's schools. More photo highlights of the week are on pages 4 and 5.

Inside

1 COPY

- Isolated schools north and south 2
- Computer attendance follow-up 3
- Education Week photostory 4
- Outdoors learning at college 6
- York University and entrepreneurs 7
- Postsecondary briefs 7
- Appointments 7
- Guest column 8
- News briefs 8

538-P00214
LIBRARIAN,
SERIALS DEPT., TORONTO LIBRARY
UNIVERSITY OF TORONTO, ONT.
M5S 1A5

Second Class Mail Registration Number 5007 If undelivered return to Ministry of Education,
Queen's Park, Toronto, M7A 1J2



M. W. Moore school in Shining Tree is one of the few remaining one-room schools being used in Ontario.

Independent learning a product of solitude

SHINING TREE — There's a long toboggan leaning on a wall near the entrance to M. W. Moore Public School here. It's a bit scratched from use and seems out of place on what is an unseasonably warm May afternoon.

The toboggan is long enough to hold about half a dozen young children or exactly all the students who attend what is one of the last remaining one-room schools in Ontario.



Older students work with younger ones at the school in Shining Tree.

Robin, Mandy, Peggy, Jasmine, Amy and Jason. There you have it; the entire student population of M. W. Moore, a school that lies at the end of a twisting gravel road in this village of about 75.

Shining Tree and the school sit in the middle of a triangle formed by Timmins, Sudbury and New Liskeard, a good two hours drive from all of them with little but bush, lakes and a few scattered villages in between. By southern Ontario standards it is isolated; even in northern Ontario it is somewhat off the beaten track.

The students, who range from Grade 1 to Grade 8, seem to get along well inside and outside the classroom. Although all seem to work well independently, you do see the older pupils helping the younger ones with their studies.

Nevertheless, the six say they wish there were more students in the school to add variety to the daily routine.

For teacher Mike Bible, who has to keep four grade levels of children busy throughout the day, the one-room schoolhouse provides a good atmosphere for learning.

"We've got everything we need in terms of equipment," he says. "If the kids are average to above average intelligence, like school, and want to learn then I don't think you can beat an atmosphere like this."

It does mean that his interaction with other teachers only comes at the few conferences he can attend each year, but solitude seems to suit Mr. Bible.

"I don't miss being with a large staff. I'm my own boss here; I like it."

Nevertheless, he acknowledges that the isolation can be difficult for those not used to it. It means driving to Timmins or Sudbury to buy your groceries, having no movies or sports club to go to in town, no library, no restaurants. Culture and entertainment, for the most part, come courtesy of the TV satellite dishes that are found on the lawns of some homes, including Mr. Bible's house next door to the school.

Although the school has computers, a VCR, a well-supplied library, and a film projector, there are no athletic facilities and few extracurricular activities.

Mr. Bible and the students occasionally do make the more than one hour drive to Gogama Public School, which has two classrooms, to share some activities.



Teacher Mike Bible marks assignments from one grade while pupils from another grade work independently on their studies.

But if this isolation has had any detrimental effects on the pupils' learning, there seems to be no evidence of it. In fact, Mr. Bible says a small class with more than one grade in it means the students learn more quickly to do their work independently.

Those sentiments are echoed by Sandra Heerschap, one of two teachers at Gogama Public School. A small multi-grade classroom means that students have to be

more co-operative and flexible, she explains.

At the same time, she acknowledges that the children are not as exposed to as many things they're learning about as they would be in a large town or city. Field trips are few and far between.

This is the only teaching job she has had during her six-year career. She says she enjoys the lifestyle in Gogama and doesn't feel isolated, but looks forward to teaching in a regular-sized school.

"When I meet other teachers at conferences I get ideas that you really can't get here. When the ideas are all your own, you eventually run out."

Fellow teacher and principal Harold Somers says his main concern in an isolated school is to ensure that it has the same quality programs as a regular school. The dual role of teacher and principal can sometimes mean that administrative duties suffer, he says, and it also means longer hours in preparing classes.

"It would be nice to have a bigger staff who could share some duties," Mr. Somers adds. "With only two of us (he and Heerschap) it can't really be a principal-staff relationship."

"At other schools they have staff meetings every two weeks," he says with a laugh. "We have a staff meeting here every time we talk."

Pupils at Gogama have access to the gym at the French separate school in town. The same arrangement exists at Foleyet Public School, which is about 200 kilometres away to the northwest. The school is not big enough to have a gym, so the students use the one at a nearby and slightly larger separate school.

There are three classrooms at Foleyet Public School, with about 33 students from junior kindergarten to Grade 8. Teacher and principal Mike Constantine says a small school such as this one has space problems. There is little, if any, increase in student population, but it's difficult to find room for new equipment such as computers and video machines.

He says the children seem to adjust to any problems of isolation as well as being in a classroom where not everyone is in the same grade.

"Actually I think that will help them (in future learning)," he says. "That's our whole goal — to get kids to learn on their own and to think for themselves."

His opinion is shared by a number of trustees who oversee these isolated schools. The trustees interviewed all

agreed that the quality of education the students received was good and that if the children know no other way of schooling they don't feel deprived.

However, one problem mentioned by almost everyone was that once students finish elementary school they generally have to move away from home to attend high school. Some students do travel to Timmins and Sudbury each day, but most board with relatives or friends during the week.

There's also the question of how the isolation affects the teachers. Mr. Constantine says he doesn't mind the isolation or small village atmosphere of Foleyet. He has taught in more isolated areas in northern Saskatchewan and Manitoba.



Sandra Brown, a teacher at Foleyet Public School, gives extra assistance to some pupils. She teaches all the primary grades in one classroom.

Teacher Sandra Brown, who is originally from Toronto, also seems to handle the small-town isolation well. She says she enjoys the north and that it might be more difficult to teach in an area where there were no roads or no city within reasonable driving distance.

Although teachers may have to be more conscious of their after-hours image in a sparsely populated area where everyone knows everyone else, a small school means more freedom in teaching and fewer administrative problems, she adds.

"I sometimes wish there were other teachers here to learn from and a few more resources ... but I don't long for a teaching job at a regular school. I'm quite comfortable here. Along with a bigger school are the hassles that come with it."

Island isolation suits most pupils

PELEE ISLAND — In the 70-year-old schoolhouse here that looks north out to Lake Erie, the older students, some giggling and others perhaps too shy to say anything, are thinking about a visitor's questions. Do they feel isolated here? Do they like their school life?

There's no consensus of opinion. Most, but not all, students raise their hands to indicate they like life on the island. Some say there's more freedom to do what they want. But others argue that life here can get boring at times because there are fewer students to learn and play with and none of the facilities you can find at a "regular" school on the mainland.

"There's more kids at other schools, there's more people to know," says one

pupil. "I'm looking forward to going to (high) school (on the mainland) because I can play on a hockey team there. You can't do that here."

"There's more freedom here," counters another. "In the winter you can go skidooing all over the place. In the city, you have to watch out where you're going all the time."

It's a dichotomy that seems common to isolated schools and communities. Freedom and flexibility versus limited facilities and the lack of variety.

Isolated schools tend to be associated with northern Ontario but Pelee Island Public School lies in the more populated southern half of the province (in fact, it is the southernmost school in Canada). It is a kind of isolation that is perhaps unique in southern Ontario.

Debbie Janzen, one of the two teach-

ers at the school, pulls out her ferry schedule and places it on the table in front of her.

"This is the bible," she says. "In a place like Toronto, if you want anything you just go and get it. Here everything depends on the schedule."



The summer brings cottagers and other tourists, but for most of the year the shores of Pelee Island are a quiet haven.

Adds fellow teacher and principal Lisa Nageleisen: "For field trips you really have to plan ahead (because of the ferry's limited run). And if you have to go to the doctor or dentist (in Leamington) you have to take the whole day off because of the schedule, and it counts as a sick day."

Nevertheless, both teachers enjoy life at the school and on the island. For the most part, they don't feel isolated because work keeps them busy and family on the mainland is not too far away.

Still, friends often ask them how they can live there, Ms. Janzen says. "When you go to the mainland they say things like 'oh, they let you off the island!'" Mrs. Nageleisen adds "you become defensive about it. It's not like we're prisoners."

Pelee Island is about 90 minutes from the mainland by a daily ferry which runs year round except for a few months in the winter. An airport also serves the island with Windsor being about 20 minutes away by plane.

There are some 200 inhabitants, but the number increases greatly in the summer months as cottagers, mostly from the U.S., arrive. Much of Pelee Island is farmland and bush, and it is known for its vineyards, fishing, hunting and bountiful birdlife.

There is no doctor on the island, no dentist and no bank. There is a nurse, and planes or private speedboats can be chartered for emergencies.

With few exceptions people in cars or trucks wave as they pass you on the gravel roads that cross the island. The two teachers, both of whom grew up on the mainland, agree the friendliness of the islanders and the easy way they were accepted by the community have made teaching here rewarding.

Mrs. Nageleisen, who has taught at the school for seven years, says the closeness associated with teaching the same small number of students over different school years would be difficult to find in other parts of Ontario.

"There's a closer feeling, more of a bond between you and the students. It really matters to you what happens to them. And they keep in touch after they go away to high school or college. That's what's really nice."

She also likes the informality and friendship with her staff — Ms. Janzen.

"We get along really well," says Mrs. Nageleisen. "I feel like we're teachers

together here and we should work as a team. I don't see myself as a principal; I see myself as a co-teacher."

But principal duties can get in the way of teaching. On this particular day, she spent the better part of the morning on the phone on administrative matters. Fortunately her class schedule is flexible and the students' work habits independent enough to cope with the disruption.

Ms. Janzen is planning to leave the school after four years here for another job in Essex County, of which the island is part. She says not having family on Pelee can sometimes make life difficult, but nevertheless deciding to move was a tough decision.

"Teaching here is a joy. It's a good experience that few people in the province ever have. Teaching different grades in one class is a challenge."

There is also the demand of having to teach all subjects to different grades. Since there are only two of them, both teachers have to be generalists rather than specialists.



Three of Pelee Island's students swing through recess with a laugh. From left, they are Darrah Smith, Becky Bauhaus, and Devon Malloch.

Desks in the class are arranged in such a way that students in each grade are in the same row or close together. Both teachers move around from group to group, assigning work, checking homework, providing the kind of individual attention that would be difficult in a large class.

The students work independently and on occasion will help fellow students, especially younger ones, with work.

There is, of course, no high school here; that means they must board with a family on the mainland, usually in Kingsville, and attend school there. The grade eights are generally looking forward to the move.



Students of all ages and sizes get their kicks during recess from a pickup soccer game.

In the meantime, lunch hour has begun, and the students rush out to the schoolyard to continue the soccer game begun at recess. As many players as possible are needed so the children from the primary grades mix freely with the older ones.

There are squeals of laughter and shouts of encouragement as the ball is kicked. For now, the future that lies across the lake can wait.

Follow-up



Attendance Program: one year later

by Patrick Abtan and Frank Crowe

Editor's Note: A story appeared in our March 1987 issue concerning an innovative way to keep attendance using the computer. Pioneered in their school by the authors using an Apple IIe and later an

IBM-PC, a computer program was introduced that greatly simplified the tasks of teachers, attendance counsellors, and the school administration. They discuss its impact after its first year of use.

code. Upon acceptance of this system by the Scarborough Board, plans were made to further improve the Attendance Program and use it in a Board Pilot Project.

The authors were given an Olivetti M28 computer (IBM compatible) with a 20-megabyte hard disk, a communications package, and access to selected enrolment data from the Board's mainframe.

The benefits of the program are many. For the teacher, not only can students no longer claim that they missed the class for whatever reason, but the totals and break-down of the absences help the teacher get a better picture of the student's performance.



Patrick Abtan, left, and Frank Crowe, right, demonstrate the Attendance Program for principal Bob Heath.

The teacher's daily summary is especially useful in catching skippers and students learn quickly that computers don't make mistakes. Teachers and counsellors work hand-in-hand to identify patterns and frequent absences.

The counsellors find their time is spent more effectively on their job since the computer takes care of the drudgery of record-keeping. It's also easier to find students since their day's timetable is printed right on the summary beside their home and parents' work telephone numbers.

The administration benefits from the program because there are far fewer attendance problems. When fewer students skip, there are fewer students roaming around looking for trouble. When students attend classes more regularly, they are less apt to be lost in the subject and therefore feel the need to relieve the pressure by skipping.

Parents are likewise pleased because of the feedback, either by phone or by letter. And students of course benefit because the ultimate aim of the system is to encourage borderline cases to attend their classes and benefit from their education. In March, 1987 a new version of the program was produced on IBM-PC's lent by the IBM corporation. The new version was much faster, easier to use, and more flexible.

For example, it allowed the entry of field trips and medical absences so that when a student was marked absent by a subject teacher, the computer would realize that it was a permissible absence and indicate it as such with an appropriate

code. Upon acceptance of this system by the Scarborough Board, plans were made to further improve the Attendance Program and use it in a Board Pilot Project.

The authors were given an Olivetti M28 computer (IBM compatible) with a 20-megabyte hard disk, a communications package, and access to selected enrolment data from the Board's mainframe.

First-time users of the Attendance Program have become proficient at using it in a very short time. It is completely menu-driven and clearly indicates choices.

The Attendance Program collects and stores massive amounts of information and organizes it in a way that is useful for everyone. The program provides for several types of lists to be printed out at any time, even in the middle of key-punching since the secretary can return to data entry at any time.

The Attendance Program can also produce a Student Profile. In under 10 seconds, the computer lists the student's absences for any or all subjects for a specified range of months, including codes, totals, and a day-by-day breakdown. The profile is especially useful for the school administration and for teachers when dealing with parents or student services.

The program also prints, on request, class absence totals for any class or for any teacher. This feature is in heavy demand at marks reporting time when teachers can get their class absence totals directly from the computer. Other features used from time to time include printing out "top-20" lists of absentees in individual subjects or overall, and other forms of summarized data.

Keypunching the information can be time consuming, so we have an optical scanner that is now operational. It reduces the initial data entry to mere minutes for the whole school.

One area for improvement involves the addition of an automatic dialer to the Attendance Program. Some schools use an automatic dialer to call home and leave pre-recorded messages.

Previous versions of the Attendance Program worked well, and the new version is better and faster yet. It provides extensive and accurate information, quickly and easily. Used in conjunction with follow-up from counsellors or attendance secretaries, it provides an excellent means of keeping track of attendance and is of much benefit to teachers, administrators, parents, and ultimately, students.

For further information, please contact the authors c/o Agincourt Collegiate Institute, 2621 Midland Avenue, Agincourt, Ontario M1S 1R6.

EDUCA- TION WEEK 1988

Dare to dream. Osez Réver
This year's Education Week theme was an inspiration to students, parents, teachers and other educators to explore the vast opportunities available in education.

Throughout the province, there were a variety of educational activities, performances by schoolchildren, and events that allowed everyone involved to share their dreams and hopes for the education of the future.

Whether it was through poetry or music, computer technology or science exhibits, students and educators provided several examples of the breadth of education in Ontario.

The photographs on these pages are some of the highlights of Education Week 1988.



Postsecondary



Learning a living in the great outdoors

by Mark Kearney

It's quiet near the shores of Kashabog Lake in Nephew. Then an orange truck zips past the checkpoint signalling everyone to get ready. Within a minute a loud blast fills the area, the resulting smoke and dust curling up into the cool spring air.

About 500 yards to the northeast and up on the ledge of a rock face, more than a dozen young people are shoveling dirt, carrying rocks in wheelbarrows or assembling wire mesh contraptions on which vines can grow.

Several kilometres away in Lindsay, would-be cartographers sit in front of computer terminals designing maps of places as far away as Tanzania and New Zealand and as close as Victoria County. Over in the village of Kirkfield, other young people, their gloves soaked with water, are drilling a well in Centennial Park.

Welcome to the Frost campus of Sir Sandford Fleming College.

Situated in a corner of Lindsay, the campus is home to the most comprehensive natural resources program in Canada, offering a number of courses that cannot be found elsewhere in the country. That's one reason why the college, unlike many others, attracts students from across Canada and not just the local area.

"The students who come here tend to have an environmental and ecological consciousness," says Norm Cooper, director of admissions and recruitment. "Many of the students who come here are from rural backgrounds, who have spent time in activities such as junior rangers or scouting. They're outdoors oriented and many like hunting and fishing."



Even Mother Nature needs help sometimes. Two Terrain and Water Resources Management students at Sir Sandford Fleming College put together a wire trellis on which vines can grow.

Francine Kelly, a first-year student in the Terrain and Water Resources program, is an example.

"I'm here because this will lead to a job outdoors," she says. "The program is something that helps the environment rather than damaging it."

Ms. Kelly says employers, especially the provincial government, are becoming increasingly interested in students who have an expertise in such things as land reclamation and the cleaning up of the environment.

The prospect of a good job after graduation is what attracted Mike Madeira to the aquaculture course offered at Sir Sandford Fleming.

"I'm a fishing enthusiast and (the fish hatchery business) is really a booming job market. I want to be there at the beginning when it really takes off."

Adds fellow student George Bluet: "It's outdoor work and there are all kinds of job prospects."

It's that outdoors feeling which seems to set the Frost campus and the college apart from many others. The courses, which include such specialties as pest control, resources drilling, urban tree maintenance and natural resources law enforcement, stress hands-on practical learning.

Each year students attend fall and spring camps where they get the chance to work in their respective fields and apply some of the skills they have learned in the classroom.

The activities mentioned at the beginning of this story took place at spring camp at the end of April.

But even the classroom work can be practical.

At the cartography classes, students design maps by hand or with computer assistance. The maps may be on some-

thing as specific as bicycle routes of a city to a general topographic map of a region.

Students in this course have won the top survey and map award in North America for the past seven years and that's one reason they attend the college, says Jim Britton, co-ordinator of the courses. In some cases, the students are university graduates who want more practical learning before beginning a career.

In the forestry program, students get a taste of all elements of that area of study, including fire control, diseases, insects, and inventory.



"We want to get away from the idea of piecemeal (work)," says Phil Mayville, chair of the resource management division. "We want the students to think of it in a holistic approach."

In addition to those areas of study, forestry students learn about logging, wildlife, recreational uses for forest, and even how to climb trees, he says. Each year the college is involved in a lumberjack competition that draws participants from Ontario and outside the province.

Despite all these specific courses, first year students are required to get a taste of a variety of fields in natural resources.

Douglas Auld, executive dean and principal, says a common semester gives



students a chance to be exposed to other courses that may interest them.

"I want the student here to have... some understanding that there's another dimension to natural resources (besides his/her own specialty)."

He says the college is moving toward offering more short-term courses for people already in the resource industries, including programs to upgrade skills and increase knowledge and awareness of safety issues.

The college has strong ties to the resources industries through both co-operative education placements and alumni. In fact, many of the instructors in the program are graduates of Sir Sandford Fleming.

In addition, many of the staff act as consultants in projects around the world, particularly in developing nations in Africa and South America.

However, one problem associated with being a unique facility is that students from throughout Canada come to study. That means providing enough housing for out-of-town students, which can be difficult in a town the size of Lindsay. The college also doesn't have the power to put up housing of its own, Dr. Auld says.

The other problem is that demand for these students is so high in some areas, that some students find jobs easily and elect to leave school before getting a diploma.

This is especially true in the pest control program where co-ordinator Bruce Harschnitz says students can be earning more than \$350 a week in their first job.

"Students take this course because it's a guarantee of a job and you're not doing the same thing everyday," he says. "People think that in pest control all you do is spray chemicals, but that's not the case. It's problem solving, and knowing the proper use of chemicals that are needed."

There tend to be more males than females in the course, and that is true of most programs at Sir Sandford. However, Dr. Auld says the college is trying to attract more women as students and as faculty.

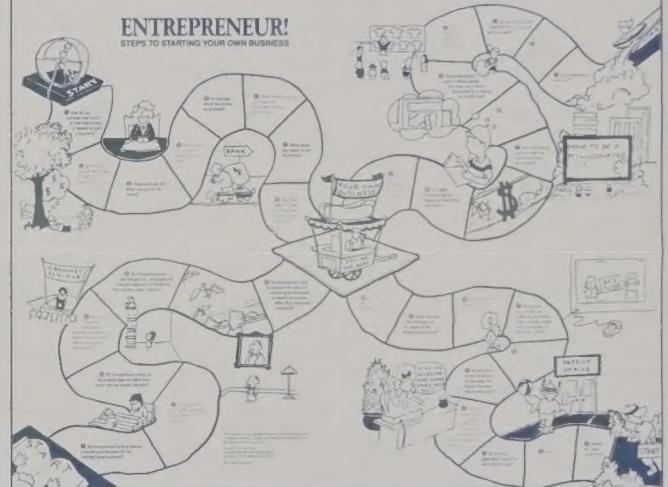


York U. assists budding entrepreneurs

Future entrepreneurs are getting a taste for business thanks to a scheme cooked up by York University.

The project, which has been undertaken with the help of Employment Canada, the York Region Roman Catholic Separate School Board, and Seneca College, gives secondary school students a chance to meet with successful entrepreneurs to find out the pros and cons of owning a business.

From a session held last fall, the university was able to develop a package that can be used by schools throughout the province. Included in the package are a board game, a handbook, and a videotape of a session involving students and entrepreneurs discussing their businesses.



Board game developed at York University helps teach students about entrepreneurship.

Dyanne Gibson, associate director of admissions/liaison at York, says the university is offering the package at cost price (i.e. under \$100) which should help complement existing entrepreneurial studies courses at high schools.

"It opens up students' views that there isn't one right way to run a business."

The University got involved with this

course because of its strong tradition as a business school and the increased interest in secondary schools about entrepreneurial studies, Ms. Gibson said. York found allies at the board and the federal government and decided to set up the project.

Response from the students was good, she said, and other sessions with other schools have been held or are being planned.

Ms. Gibson says the project provides as realistic a look at small business and entrepreneurship as possible. Students learn the need for a business plan, the need to set goals, have a strict budget, how to take calculated risks, to be flexible and how to use marketing skills to improve business.

"It's a realistic look at what's involved. We stress to them that you have to be



Under the terms of the agreement, the College will move its manufacturing and apprenticeship programs into the ORC premises on Monaghan Road. Over the next few months, extensive facility renovations will be carried out, including construction of a 25,000 square foot addition to be completed this fall that will more than double the existing space. Included in the plans for the new area are a resource library, cafeteria, seminar and classrooms. It will also house the equipment from the college's manufacturing and machine and welding shops.

Council chairman announced

Joan R. Randall has been elected chairwoman of Governing Council of the University of Toronto for a one-year term effective July 1, 1988.

A graduate of the University of Toronto (B.A. in modern history, 1949), Randall has served on Governing Council since 1980 as a government appointee and has been vice-chairman of Council since 1985.

From 1972 to 1977 she was a member of the Board of Trustees of the Royal Ontario Museum and its vice-chairman in 1976-77; she was the founding chairman of the ROM Member's Volunteer Committee.

Diabetes patients sought for study

The Toronto General Hospital/University of Toronto is seeking people who have insulin-dependent diabetes for a volunteer research program called the Diabetes Control and Complications Trial (DCCT). This study is a joint venture of the National Institutes of Health and 27 medical centres in Canada and the U.S.

DCCT volunteers should:

- be between the ages of 13 and 39,
- have had insulin-dependent diabetes for a minimum of one year and no more than 5 years,

- be taking one or two insulin shots daily,
- have no severe complications of diabetes.

If you or someone you care about fits these requirements, please call 595-4419 and ask to speak to Annette or Sue.

Daycare program offered

A home daycare provider program will be offered this fall by Centennial College in co-operation with Metro Children's Services. Sponsored by the federal government's Canadian Jobs Strategy, this program is unique among Ontario's community colleges.

The 20-week program includes equal components of on-site and off-site training. The on-site training takes place in private homes and daycare centres, where trainees gain practical experience to complement class theory.

Child development, programming, self development, communications, health, nutrition, first aid, safety, community resources, and business practice courses are offered.

Student wins travel award

Carolyn Aylesworth, a 1987 Travel Merchandising graduate is the second Sir Sandford Fleming College graduate in a row to have achieved first place in the recent Qualifications Examination administered by the Canadian Institute of Travel Counsellors (CITC). The top honour in 1986 went to Kim Lueger.

Aylesworth topped the list of ten individuals who earned an Honours grade of more than 85 percent. In total, 721 students across Canada wrote the CITC-approved college exams. Of that number, 418, or 58 percent, received a passing grade.

The examination is one of several ways of encouraging education and professionalism in the travel industry. Students are required to write the exam before receiving designation as a Certified Travel Counsellor.

Appointments



Wally Beevor has been appointed Assistant Deputy Minister, Learning Programs for the Ministry of Education. Mr. Beevor was previously Director of Education for the Halton Board of Education for seven years.

He has had 26 years of experience in education, beginning as a teacher in Hagersville in 1962. He has been a department head, principal and superintendent as well as serving as Director of Education with the Lakehead Board of Education in Thunder Bay.

Mr. Beevor's appointment is effective September 1, and he succeeds Duncan Green in the position.

In other appointments, David S. McKee has been named Director, Special Education and Provincial Schools Branch. Prior to this appointment he was Regional Superintendent of Education at the Central Ontario Regional Office of the ministry. He began his new job on May 2.

Bernadette Sulgit has been appointed Director of the Ministry's Communication Services Branch effective May 23. Prior to that she held the same post at the Ministry of Treasury and Economics.

During her career she has worked at the Globe and Mail, the Toronto Star, and was managing editor of Saturday Night magazine for almost a decade.



Robotics centre joins forces with college training programs

Sir Sandford Fleming College has received nearly \$1.7 million to amalgamate the college's manufacturing and apprenticeship training programs with the Ontario Robotics Centre (ORC). The transfer represents the first installment of funding for the five-year \$74 million

proposal that was approved by the government this spring.

The key partners involved include the Ministry of Industry, Trade and Technology, the Ministry of Skills Development and the Ministry of Colleges and Universities.

Education Ontario is published quarterly in both English and French by the Ministry of Education and the Ministry of Colleges and Universities. The opinions expressed here are not necessarily those of the ministries. Education Ontario welcomes your ideas and suggestions. Letters and articles are subject to editing and should be sent to Mark Kearney, Communication Services Branch, Ministry of Education, 14th Floor, Mowat Block, Queen's Park, Toronto, M7A 1L2.

Stories for this issue written by Mark Kearney. Photos by John Easton, Mark Kearney, and Georgia Rozakis. Artwork prepared by Rod Thompson.

Guest Column



Copyright service offered as solution

Editor's Note: The following article was prepared by Richard Lee, a member of the Canadian Book Publishers' Council.

It seems as though everyone is talking or writing about copyright lately. The federal government's Bill C-60, the legislation to amend the Copyright Act, has stimulated production of numerous headlines.

- Principals Lobby For Copyright Exemption
- Copyright Legislation Has Board Worried
- Board Fears Costly Bill

Copyright has been with us since 1710, when the British Parliament passed legislation referred to as the Statute of Anne. Prior to that date, printers could obtain "privileges" from the Crown for exclusive rights to print specific works. However, this system did not provide any benefit to the author. The Statute of Anne contained two principles that were revolutionary. First, the recognition of the individual author as the owner of the work that had been created and, thus, entitled to protection and, second, adoption of the principle that this protection should apply for only a limited period of time.



Think of one's tangible property — real estate, furniture, car, and other possessions. Society, through law, recognizes that the property owner has certain rights related to that property.

Does anyone recall educators arguing that schools should have an educational exemption from tangible property rights? Since it could be a valuable educational experience, should classes have the right to picnic on any property, use any swimming pool, or enter any home to view a private art collection without permission of the owner? Since copyright protects an intangible intellectual property, it is difficult for many to treat it with the same respect they apply to tangible property.

Canada's Copyright Act was passed in 1924. The Act states that "copyright

in a work shall be deemed to be infringed by any person who, without the consent of the owner of the copyright, does anything that, by the Act, only the owner of the copyright has the right to do." Since the Act grants to the author "the sole right to produce or reproduce the work or part thereof in any material form whatever", any multiple copying without permission is clearly an infringement of existing law. Yet, authors and publishers recognize the need to make copyright material legally more accessible.

Of course, copyright is not a new concept. However, the fact that our Copyright Act is of World War I vintage means that it has not been part of recent thinking. Sudden change makes us uneasy and many assume the worst: that proposed changes to the Copyright Act will make life in the classroom difficult and confusing. In fact, the intention is to make life in the classroom easier.

Teachers want to be able to copy material that they feel is relevant for their students without delay. To seek written permission for every item they wish to copy is time consuming and by the time permission is obtained the appropriate moment for its use has passed. Educators' time is valuable. It needn't be spent in this way.

Authors and publishers recognize this problem and are working toward a solution — the establishment of a collective that would give a convenient licence to schools to make copies of protected work, within reasonable guidelines, without further permission. To be effective, the licence would need to cover all print material, and sampling techniques to determine payment, simple. The suggested name for this organization is CANCOPY.

It has been argued by some that this service should be provided free to schools, since their mandate is to educate and education is the loftiest principle of social policy. It has been argued that taxpayers would object to any modest increase in the overall cost of education that the service might involve. Education is legislated. The protection of intellectual property is also legislated. The law requires that every Canadian child attend school. The law also requires the protection of intellectual property. The law provides mechanisms for the enforcement of each. Default in either case has serious and costly implications for society.

If manufacturers of copying equipment were prepared to give machines to schools free of charge, if paper manufacturers were prepared to provide schools with free paper, if school board employees were prepared to have deducted from their salaries the time spent copying protected material, then there would be a reasonable argument that authors should provide their property

without charge. Until that time, CANCOPY will provide a simple solution that is fair to all concerned.

Responsible educators have long asked for a solution because they respect the law, but at the same time need to get the job done. The establishment of

a collective such as CANCOPY does not require a revision to the Copyright Act. However, Bill C-60 provides for a mechanism to ensure that the copying fees established by such a collective are fair both to the users and copyright owners.

News Briefs



Grants total \$381 million

Province-wide grant commitments launched this year will total \$381 million, and when combined with local contributions will produce \$504 million in capital projects over three years.

About 91 percent of the grants, or \$347 million, will be designated for new construction, creating approximately 45,000 new pupil places.

This money is part of a \$900 million, three-year grant commitment that will enable school boards to undertake \$1.3 billion worth of capital construction.

More than \$15.5 million of the allocations will be directed to the creation of child care spaces.

Lighthouse School for the Soo

The Ministry of Education will establish a Lighthouse School project in Sault Ste. Marie which will examine methods by which computer technology can assist students in the field of music.

The ministry accepted a proposal by Sault educator John Grandmont to marry computers and music synthesis technologies to provide young music students with new skills and knowledge as they prepare for careers in the music industry. The proposal was endorsed by the Sault Ste. Marie Board of Education.

The idea has been accepted as a Lighthouse School proposal and will be located in Mr. Grandmont's school, Korah Collegiate and Vocational Institute. The Sault Ste. Marie Board of Education is prepared to commit \$43,000 to the program and the ministry's share will be \$56,000.

Education Ontario receives award

Education Ontario was awarded an Honourable Mention at this year's information officers' Forum competition.

The November issue of Education Ontario was one of three government publications to receive an award in the category External Communications, Periodical Publications (one issue, staff produced). Mark Kearney, Rob Wooley and Ellen Rose produced that issue.

Kishin Mahtani and Pat Valentine, of the Ministry's Communication Service's Branch, received a silver award for co-ordinating the production of Curriculum Guidelines, History and Contemporary Studies, and an Honourable

Mention for Curriculum Guidelines, Geometry Junior Division.

The awards are given out by a panel of independent judges and are sponsored by Forum, the association of government communicators. This is the first year Education Ontario has received an award.

Conference set for December

The 30th annual conference of the Ontario Educational Research Council will be held at the Royal York Hotel, Toronto, December 2 and 3, 1988. Key-note speaker is Ms. Penny Moss, Executive Assistant with the Federation of Women Teachers' Associations of Ontario. Further information is available from OERC, 1260 Bay Street, Toronto. Telephone: (416) 923-3061.

New research reports published

The Ministry of Education has recently published the following research reports:

THE EDUCATION AMENDMENT ACT, 1980 (BILL 82) IMPLEMENTATION STUDY, BOARD POLICIES AND SCHOOL LEVEL PRACTICES
Silverman, Harry; Wilson, Anne Keeton; Seller, Wayne
ISBN 0-7729-2856-8 \$ 9.00 ON04230

THE SUPERVISORY OFFICER IN ONTARIO: Current Practice and Recommendations for the Future
Fullan, M.G.; Park, P.B.; Williams, T.R.; Allison, P.; Walker, L.; Watson, N.
ISBN 0-7729-2717-0 \$13.00 ON03704

Available in French:
L'AGENT DE SUPERVISION EN ONTARIO : méthodes actuelles et recommandations pour l'avenir
ISBN 0-7729-3169-0 13.00 \$ ON04583
ONTARIO SCIENCE EDUCATION REPORT CARD: Canadian National Comparisons
Connelly, F. Michael
ISBN 0-7729-2683-2 \$ 5.50 ON03143

Available in French:
BULLETIN DE L'ONTARIO EN MATIÈRE D'ENSEIGNEMENT DES SCIENCES : Comparaisons avec le reste du Canada
ISBN 0-7729-2970-3 5,50 \$ ON04499

CORE FRENCH IN EASTERN ONTARIO HIGH SCHOOLS Morrison, F.; Pawley, C.
0-7729-2789-8 \$ 3.00 ON03711

FRENCH IMMERSION RESEARCH RELEVANT TO DECISIONS IN ONTARIO
Parkin, Michael; Morrison, Frances; Watkin, Gwyneth
ISBN 0-7729-2758-8 \$ 6.50 ON04261

All are available at the Ontario Government Bookstore in Toronto.